



# WOODLAWN SCHOOL

## 2015-2016 COMMUNITY REPORT

*Woodlawn School is an environment where education and culture empowers our students to grow into caring, connected and contributing global citizens.*



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### School Priorities

Highlights from  
2015-2016

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#### **Priority #1: NUMERACY INSTRUCTION**

**Accomplishments** - A school leadership team was created and used the "Got Data" process to review and analyze our school's numeracy data. The team made a commitment to meet monthly with a researcher from the Professional Learning Organization, *Learning Forward*. Each month the team used different data sources to determine our areas of strengths and challenges in relation to student achievement in the area of numeracy.

- A staff survey was created and administered to all teachers to determine areas of strength and challenge in the area of numeracy. The survey was directly linked to curricular outcomes.
- The leadership team reviewed the provincial grade three assessment data, report card data, and the results from the teacher survey. This data was shared with the staff at a school planning session. The staff used the data presented to them to create meaningful goals that will be used as part of our school plan for the 2016-2017 school year to improve student achievement in the area of numeracy.
- Teachers from all grade groups participated in Divisional Professional Learning opportunities that focused on numeracy including, *Three Act Math* and *Visible Learning*.
- Teachers were offered the chance to observe numeracy instruction happening in the school.
- The resource teachers have assisted teachers with programming and assessments in the area of numeracy this year.

#### **Priority #2: EDUCATION FOR SUSTAINABLE FUTURES (ENVIRONMENT, SOCIAL JUSTICE, HUMAN RELATIONSHIPS)**

**Accomplishments** - Students participated in a wide variety of Education for Sustainable Futures (ESF) activities including raising funds for local organizations, recycling and composting, and various social justice activities. Teachers and students have been learning about the Restitution model to assist in teaching students how to problem solve and to create a community of learners who are respectful and caring towards others.

##### **Environmental**

- A daily recycling and composting program is in place.
- The staff and students participated in a battery recycling contest that resulted in the collection of **330** Pounds of batteries.
- An Eco club was established and included students from grades 1-4. These students participated in a variety of environmental activities and discussions.
- The Outdoor Learning Environment (OLE) is almost complete and students and teachers have been able to participate in a wide variety of outdoor learning opportunities. Learning bins to use in the OLE were created. The activities in these bins cover a variety of different curricular outcomes.
- Continued use of compostable products during both staff and community events.

##### **Social Justice**

- Classroom activities included: Drive for Hunger, Community Christmas Toy Drive, Coin Collection for the Residents of Fort McMurray, WISE workshops Jump Rope for Heart and Bike Rodeo.
- Continued participation in the Community Garden with all vegetables donated to South East Helping Hands.
- Grade 1 gingerbread cookie sale with all proceeds going to Steinbach Community Outreach.
- Woodlawn Outstanding Workers (WOW) group held fundraisers with all proceeds going to South East Helping Hands.
- Donations were taken during the Christmas concert with all proceeds going to Steinbach Community Outreach.

##### **Human Relationships**

- Continued learning and use of Restitution as a school wide initiative to help develop problem solving skills for our students.
- Volunteer appreciation event to demonstrate the value that we place on the learning partnerships that we have with our volunteers.
- Throughout the year six parent evenings were offered to parents and led by our guidance counsellor. The focus was on using Restitution as a parental approach to improve parent-child relations.
- Continued communication with all of our families. This year in addition to student agendas and office correspondence we updated our school's website.
- Many of our teachers are using social media to connect with families.
- Student led-conferences and Celebration of Learning allowed parents to see their child's interests as well as their strengths and next steps.
- The school's principal team continued to work closely with our Parent Advisory Council (PAC).

#### **Priority #3: Inclusive Educational Practices**

**Accomplishments** - Teachers continue to learn about and implement a variety of inclusive instructional practices to meet the needs of all of the diverse learners in their classrooms.

- Continued work in the area of Universal Design for Learning. All new teachers were provided with the book, *Teaching to Diversity* by Jennifer Katz. The Respecting Diversity Program was implemented in most of our K-4 classes. Our resource team has created a service delivery model that was implemented this year to assist teachers in meeting the needs of the diverse learners in their classrooms. As well, the resource teachers work closely with classroom teachers through co-teaching, consulting, coaching, and collaboration so that ALL students are able to access the curriculum and be socially included with their peers.
- A Makerspace was created to provide students with a place where they can create and invent. Based on STEAM (Science, Technology, Engineering, Art, and Math) initiatives, the Makerspace encourages students to create and explore encouraging a constructivist approach. Teachers use these explorations to build on curricular outcomes for each individual student. All grade 1-4 classes used the Makerspace on a regular basis.
- Continued emphasis on Restitution which emphasizes the belief that all behaviour is purposeful. Through restitution students learn about the needs that influence their behavior and problem solve to find positive ways in which to meet their needs. As a staff we created a statement of our beliefs and are using this to create trusting relationships with each other.
- Our Kindergarten teachers began to implement play-based learning into their Kindergarten classrooms this year by providing students with 45-60 minutes of uninterrupted play-time each day. The teachers created centers that have intentional connections to the curriculum. Students were able to self-direct their learning during these blocks while the teachers acted as facilitators, guiding student learning. Professional development included a Play-based PLN, and teachers were provided with opportunity to visit other play-based Kindergarten classrooms.
- Many teachers began to learn about and implement inquiry into their teaching. A resource teacher was a member of the divisional Deeper Learning Team and both administrators received professional development at monthly sessions on inquiry and how it relates to Deeper Learning. Some teachers attended divisional workshops that focused on inquiry learning. Several teachers participated in a school based PLN that focused on inquiry. An inquiry team was established for the 2016-2017 school year. The book, *The Power of Inquiry* by Kath Murdoch, was given to each member of the team.
- Five grade 4 classrooms participated in the Roots of Empathy program this year. Instructors of the ROE program included a resource teacher, a classroom teacher, the guidance counselor and both administrators who worked closely with classroom teachers to successfully implement the program. Two more teachers attended the training provided by Healthy Child Manitoba this spring so that we may continue to implement this program as our population increases.